**DATA WISE Meeting**

**October 5, 2011**

**Group #1 Questions**

1. Do teachers know how to access different types of data?
2. What data would be most beneficial to look at vertically for teacher teams?
3. How do they (teachers) access data in different formats?
4. Where are the students from the other teachers/ classes?
5. Would looking at data vertically vs. horizontally result in a tendency to view students as less of the problem?
6. Isolated opportunity or continuous practice?
7. What data should be used to improve this process – where does it (data) come from?
8. How can we (district DW team) help facilitate the process?
9. How did they get to the point where the team felt comfortable opening up to each other rather than feeling judged?
10. What kind of pre-learning had this team undergone to be speaking the same language?
11. Are support teachers involved in the process?
12. Do the teachers/teams understand the different types of reporting options and how to use them?

**Group #2 Questions**

1. Do we as a district need to change our priorities to make this happen? Resources, scheduling
2. What support or information do principals need to be able to implement observing practice?
3. How can we change the culture to take responsibility for student learning? Early innovators, district-wide
4. Logistically, how do we arrange for subs?
5. What did they write down?
6. How much did they intervene during observation?
7. Chief Instructor?
8. When they met did they share details?
9. How long were the meetings?
10. How long was the team together?
11. Are there forms for how to observe?
12. Single grade level/content area in a school?
13. Non-title schools with out coaches?
14. More specific data – relevance
15. Share this video with all staff? Next steps?
16. How are these teachers trained/coached in the process? (culture, value, & buy-in)
17. How are teachers trained how to be coached?
18. Pre & Post assessments? Formative Data?
19. Teacher individual vs. team lesson plans?
20. Were these students grouped? Leveled, walk to math, homogeneous
21. How do we gain buy-in from teacher?
22. How do we get time to meet?
23. How do we structure data that is gathered? Form?
24. How do we decide what to focus?
25. How do we put students at ease with observation?
26. Do we have structure for adjustment?

**Group #3 Questions**

1. How do teachers find the time for collaboration?
2. How do you get traditional teachers to buy in to collaboration? And new ideas?
3. How do we break down the wall of “I don’t have time for data, I have too much teaching to do?
4. How often do they observe each other’s classes and meet as a team?
5. How would the team show that the changes resulted in improvement?
6. What is the role of the chief instructor? (What is the incentive? How did they get the job?)
7. Are the teams made of grade level or multi-level? (teachers)
8. What prep work was done for the teachers to build the “teamwork” attitude?
9. How long before the individual teachers saw results?
10. How many students actually improved as a result of the changes?
11. What happens to the students whose teachers chose not to be on the team? Did they have a choice?
12. What percentage of teachers participated?
13. Did this school share their process with other schools in their district?
14. How do we help staff get past the fear of sharing practice?
15. How do we as district level folks sup-port this work at the classroom level – specifically with data?
16. What kinds of adjustments are teachers willing to try?
17. What tools can we provide for test item data (vertical/horizontal)

+ ∆

+ on pace technology

Organized questions…..now what?

Engaging

Variety of activities

Move

Tasks/time

Move comfortable

Voicing

Collaborated to solve tech problems